

# Self efficacy

"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."

~ Mahatma Gandhi

# Objectives

- Define key terms self efficacy,
- Identify strategies to improve self efficacy.
- Use the identified strategies to construct specific target for your development phase.



# ITTECF statements focus on TS8

- Learn that
- 2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
- Learn how to
- Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
  - Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.
- Engaging critically with research and using evidence to critique practice

# Starter activity

What have you struggled with so far?

How have you coped?

Where do you think you might struggle through the year?

## Defining **Self-Efficacy**

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**Self-Efficacy** is the belief in one's ability to succeed in achieving an outcome or reaching a goal. This belief, specific to a task or an area of knowledge or performance, shapes the behaviors and strategies that help one pursue their goal. Self-efficacy is informed by five influences (also known as sources): performance experience, vicarious experience, social persuasion, imaginal experience, and physical and emotional states.



# 5 influences on self efficacy

- Performance experience refers to one's previous and related experiences . This can influence a perception of competence at a specific task.
- Vicarious experience refers to the observed performances and experiences of others like oneself in a similar situation.
- Social persuasion refers to verbal encouragement or discouragement about a persons ability to perform. Typically the more credible the source the greater the impact.
- Imaginal experience: the person's use of their imagination to envision their success at a task.
- Physical and emotional states refers to how one experiences physical sensations and emotional states when facing the task or challenge. Often linked to anxiety about a task.

# Task 1



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- What strategies can you develop to build your self efficacy? Write down three strategies you could use ready to share with the group.

Think about the platforms you already use. Could they be used in a more productive way?





Dweck 2007

# **Fixed Mindset**

- I'm only good at certain things
- I give up when it gets too hard
- I hate challenges
- I take feedback and criticism personally
- I don't like doing what I don't know

# **Growth Mindset**

- I can be good at anything
- I try until I get the results I want
- I embrace challenges
- I welcome feedback and criticism
- I like learning about things I don't know



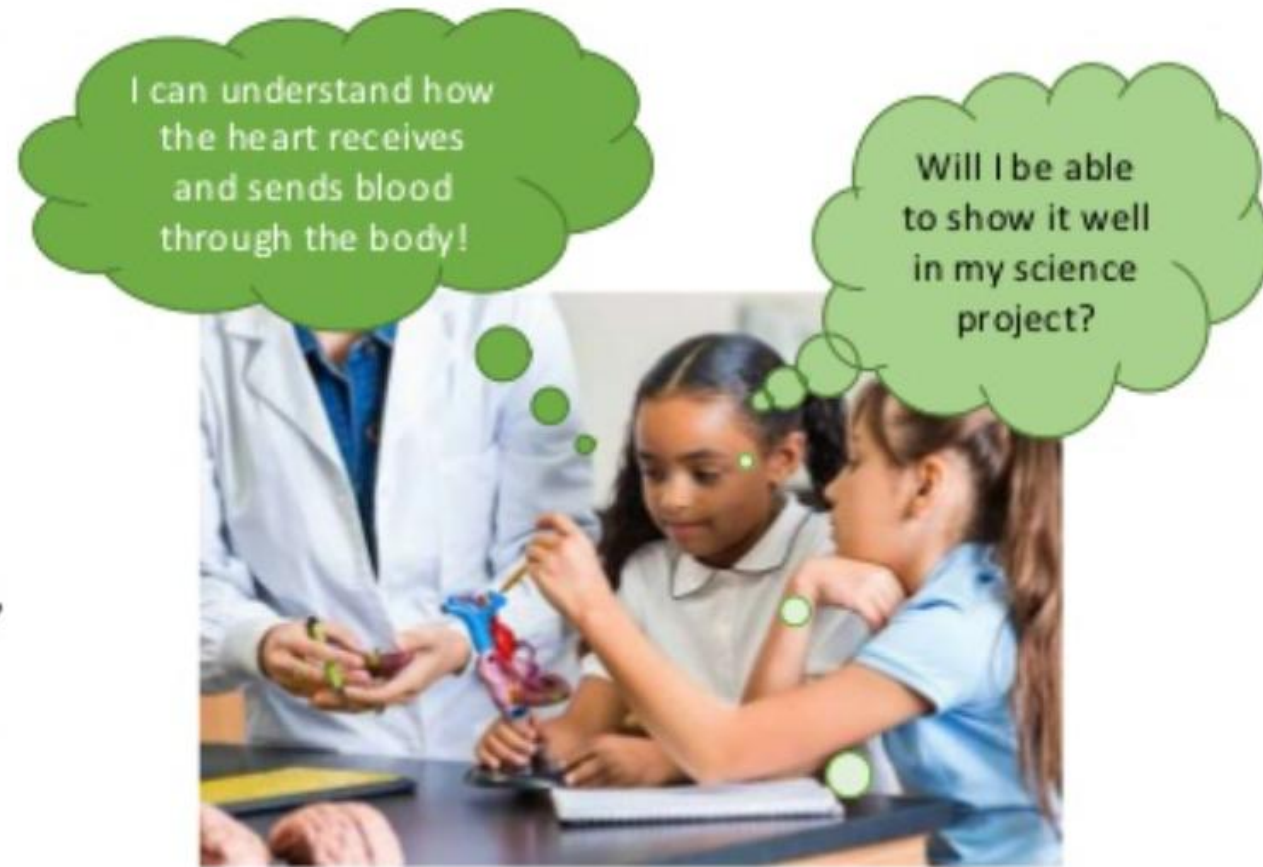
# Differentiating **Self-Efficacy** from Self-Esteem and Growth Mindset

Self-efficacy is related to, but distinct from, self-esteem and growth mindset.

	Self-Esteem	Self-Efficacy	Growth Mindset
Definition	Refers to a person's <u>more general sense of self-worth</u> .	Refers to a person's <u>belief that she can do what's necessary to successfully achieve a <u>specific</u> goal or task</u> .	Refers to the belief that one's <u>abilities can change over time</u> as a result of effort, perseverance, and practice.
What does this answer?	Who am I? What is my worth?	Can I do this?	Can I grow in this area?
Example	"I am a competent person and a good learner..."	"...and I have confidence that I can master linear equations;" <a href="#">View Fullscreen</a>	"although I haven't mastered it yet, I know that I can get better at it if I study hard, try new strategies, and seek out help."
Relationship to Self-Efficacy	High self-efficacy and a growth mindset across various goals can contribute to overall positive self-worth (i.e., self-esteem).	Having high self-efficacy with a growth mindset can help a student navigate setbacks successfully. Even as a student experiences failure, noticing a gradual improvement in skills over time will give the student confidence that he or she can <i>ultimately</i> achieve the goal (self-efficacy) by increasing effort and abilities (growth mindset).	

# The challenge of self efficacy

- Topic and task specific
- In the specific example opposite, what support would you give your pupils? Explain why you have given that specific support.



# Methods to improve self efficacy

## Goal Setting



Specific

Achievable

Each of these are goals I have set myself. How could I make these goals more specific and achievable?

- To lose weight.
- To further develop the inclusion strategies I use for SEND students in delivering working scientifically skills.
- To reduce my caffeine intake

# Set sub goals



## Task 2:

If the main goal is qualifying with QTS what are three smaller goals you can set yourself for this term?



- S 1 Set high expectations
- S2 How pupils learn
- S3 Good subject and curriculum knowledge
- S4 Plan and teach well structured lessons
- S5 Adapt teaching to respond to the strengths and needs of all pupils
- S6 Make accurate and productive use of assessment
- S7 Manage behaviour
- S 8 Wider professional responsibilities

- Swap with the person next to you

Identify how the targets they set could be further developed or why they are strong targets.

Take time to improve your sub goals by acting on the feedback given.





# Weekly reflections: Kill two birds with one stone

Evaluation (after every lesson)
Strengths / Areas for Development
Evidence of pupil progress and use of different techniques to support many learning styles.
Evidence AFL - green pen in books, random questioning to check understanding.
Actions for future plans → shorten some of the earlier tasks to allow more time for the station exercise.
Reflection (once per week).... Used the model of oranges and apples as atoms and molecules to show conservation of mass - went around and asked the pupils if they found it useful to model/visualise something which they otherwise would have to just "imagine". some said yes! very useful, they liked that the colours of the fruit were the same as the images on the board. Others said the fruit was too distracting as they were hungry the lesson before lunch.  I would use a model again to show this concept but maybe would consider using balls instead of food to reduce that distraction.

- How can weekly reflections be used to improve your self efficacy?
- How could you apply each of the above strategies to improve your self efficacy when writing your weekly reflections?
- Are there strategies that you think will work better for you? Why?

# Celebrate success



Task 3: Take time to reflect on your successes this term.

What are you particularly proud of this term?

Write these successes down and share with the group.

# Reframe obstacles



- Scenario
- Trainee teacher x has taught a lesson, (s)he has had some feedback with 4 pages of point to work on.
- How can you stop yourself being overwhelmed?
- What advice would you give.
- What strategies would you take- link to stepping stones/celebrating success.



# Finally



- Individual reflections and/or small groups

Identify a strategy that most resonates with you. How might you integrate this into your teaching practice.

What are some of the challenges you may face and how do you plan to overcome these?

Write your thoughts on the post it note and stick it on the relevant A3 page on your table.

One of the questions we asked you at interview was:

- The PGCE with QTS course is demanding. How will you look after your own wellbeing on the PGCE with QTS course?
  - What answer did you give to that question?
  - How effectively are you managing to enact the advice strategies you said you would use?
  - What adaptations/ strategies do you need to make moving forward into your development phase?

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